

Higher-Level Questioning

This strategy engages students at their individual readiness levels and enables them to practice higher-level thinking, increase the level of their cognitive performance, and think more intently about the content.

Teacher Preparation:

1. Identify the instructional objectives from the Standard Course of Study for the lesson and classify them on the Revised Bloom's taxonomy table.
2. Prepare the questions to be used in class. Identify the cognitive level of each question.
3. Identify the readiness level of each student.

Resources:

Refer to the WCPSS AG Program *Teacher Toolbox for Planning Rigorous Instruction*, Section 5: Thinking.

Lesson Plan:

1. Set the purpose for the question and answer session.
Examples:
 - Activate prior knowledge
 - Extend current knowledge
 - Apply content knowledge
 - Deepen current understanding
 - Review previous lesson
 - Review for test
2. Conduct the session.
 1. Match the cognitive level of the question with the readiness of each student.
 2. Give each student an opportunity to move up to the next level of thinking (exp.: from Understand to Apply or from Apply to Analyze).
 3. Support students as described in the Guidelines for Effective Questions (4-26-2 through 4-26-4).